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GUIDELINES OF PROGRAMS OF SPECIAL EDUCATION IN ALASKA.
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SIX AREAS OF EXCEPTIONALITY SERVED BY PUBLIC SCHOOL PROGRAMS ARE PRESENTED, INCLUDING MENTALLY RETARDED (BOTH EDUCABLE AND TRAINABLE), BLIND AND PARTIALLY SIGHTED, DEAF AND HARD OF HEARING, ORTHOPEDICALLY OR NEUROLOGICALLY HANDICAPPED, EMOTIONALLY DISTURBED, AND MULTIPLY HANDICAPPED. INCLUDED FOR EACH EXCEPTIONALITY IS A DEFINITION, CRITERIA FOR DETERMINING PLACEMENT, AND A SECTION ON EVALUATION OF DISABILITIES. PROCEDURES FOR ESTABLISHING SPECIAL EDUCATION PROGRAMS ARE DISCUSSED IN DETAIL, AND EXPLICIT DIRECTIONS FOR SUBMITTING APPLICATIONS TO THE STATE DEPARTMENT ARE INCLUDED. A SECTION ON CURRICULUM OUTLINES RECOMMENDED OBJECTIVES, EQUIPMENT, AND PROGRAMS FOR THE EDUCABLE AND TRAINABLE MENTALLY HANDICAPPED, THE PHYSICALLY HANDICAPPED, AND THE EMOTIONALLY DISTURBED. A SECTION IS INCLUDED ON THE IDENTIFICATION OF SPEECH AND HEARING PROBLEMS. A LIST OF EQUIPMENT AND SUPPLIES FOR SPECIAL EDUCATION CLASSROOMS. THE STATE REFERRAL FORM FOR SPECIAL EDUCATION PLACEMENT, AND AN APPLICATION FOR HOME OR HOSPITAL TEACHING ARE INCLUDED. (VO)

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State of Alaska
DEPARTMENT OF EDUCATION
326 Alaska Office Building
Juneau, Alaska 99801

GUIDELINES OF PROGRAMS OF SPECIAL EDUCATION

IN ALASKA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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I. FOREWORD

A basic belief of the people in a democracy is that all children are entitled to an education that will allow each child to develop to the full extent of his capability. Alaskans have shown an increasing desire to support this belief by providing for the rapidly expanding school population of the state. The area of special education needs a much greater degree of emphasis if the needs of all children are to be met. Recent nationwide figures indicate that approximately one of ten young Alaskans who would qualify for special education has been identified and enrolled in special education classes.

These young people need special assistance in their formative years if they are to become contributing members of an increasingly complex society. Education is committed to help every child achieve this goal not only because of humanitarian and professional beliefs but also for economic reasons. The unidentified or neglected child in need of special education may become a lifetime recipient of community assistance and support, in contrast to the child who has the opportunity to develop ability to meet his own needs in life and to become a useful and well-adjusted citizen.

WILLIAM T. ZAHRADNICEK
COMMISSIONER OF EDUCATION

II. GOALS OF SPECIAL EDUCATION

In keeping with the philosophy that all children are entitled to basic educational opportunity as their capabilities permit, the aims of school programs for handicapped children are:

1. To direct attention to the capabilities of the exceptional child rather than to his disabilities.

2. To invite active participation of parents in special education programs and to provide the best possible parental training and guidance.

3. To make education for exceptional children an effective local program, one shich is an integral part of public school education, administered and maintained at the local level.

4. To coordinate at the state level the services of various state agencies interested in the needs of the handicapped child so that the respective skills of various specialists may be directly focused to meet the needs of the individual.

5. To provide for the handicapped (or exceptional) child the status, security and success which every child has the right to expect from an educational program.

III. NEED FOR SPECIAL PROGRAMS OF EDUCATION

Throughout the United States there has been a growing emphasis in identifying children in need of special programs in education. A quick glance at nationwide and Alaskan figures clearly indicates much must be done in this area to meet the needs of our school population. When the following chart, with predicted national percentages is applied to our current school population it is evident that the vast majority of Alaskan boys and girls who need speical help are not receiving it.

Nationwide Percentage of Handicapped Children Applied to Alaska's Population of 66,000 Children (1964)

Classification	Nationwide Percentage	Estimated No. in Alaska
Ed. Mentally Retarded	2.50	1,650
Trainable Mentally Retarded	.25	165
Crippled	.75	495
Blind	.03	20
Partially Sighted	.06	40
Deaf	.07	46
Hard of Hearing	.50	330
Emotionally Disturbed	2.00	1,320
TOTAL	6.16	4,066

It is reasonable to assume that the nationwide percentages for deaf and hard of hearing are much too low for certain rural areas of Alaska where otitis media is prevalent. The above figures indicate that approximately 4,000 children in Alaska are eligible for and need special education programs. Actually only 378 Alaskan school children were in special education classes last year, less than 10% of the estimated number needing help.

The following material has been developed as a guide to assist administrators and teachers in developing and improving programs of special education in schools of Alaska. Emphasis has been placed on the needs of the mentally retarded, as these children constitute the largest single group in need of help. Obviously children with other handicaps cannot be ignored. Every effort must be made to assist these children, including examinations by qualified specialists in the areas relating to disabilities.

IV. REGULATIONS PERTAINING TO SPECIAL EDUCATION

In 1965 legislation was enacted requiring school districts or the Department of Education to establish and operate programs for exceptional children.

The terms pertaining to special education are defined in the law as follows:

> "Exceptional Children" means physically handicapped children and mentally retarded children;
>
> "Mentally Handicapped Children" includes children whose mental or emotional conditions are such that they cannot be adequately educated in the regular classes of the public schools without the provision of special services;
>
> "Physically Handicapped Children" includes children of educable or trainable minds whose body functions or members are so impaired that they cannot be safely or adequately educated in the regular classes of the public schools, without the provision of special services;
> "Special Services" include transportation, special teaching in the public school curriculum, corrective teaching such as lip reading, speech correction and hearing therapy, sight conservation, and corrective health habits, and the provision of special seats, books and teaching supplies, and equipment required for instruction of exceptional children, and includes education and training for children who cannot utilize regular classroom instruction.

Where there are fewer than five exceptional children of one classification a special education program must be provided but need not include special services. Such programs may require special materials and the implementation of special techniques of teaching in the regular classroom.

Parents or guardians of the exceptional child must make application for enrollment of their child and furnish the school district with the results of both a physical and psychological examination.

The local school administrator will provide the necessary forms and information to assist parents in enrolling the pupil.

IV. REGULATIONS PERTAINING TO SPECIAL EDUCATION (Contd.)

In the event parents or guardians do not wish to have a child of school age placed in a class for special education they must provide satisfactory evidence to the local school board or the Commissioner of Education that the child is receiving adequate educational advantages elsewhere.

A child of compulsory attendance age also may be excused from a special education class established for his handicap on presentation of a statement by a physician that the child's condition does not permit him to attend.

When a school or school district establishes a class for five or more special education students it is eligible for an additional teacher unit, under the foundation program for each class conducted within the regular administrative pattern of the school district. The children in each class must be mentally, physically or emotionally handicapped, as provided in the criteria established by the Alaska Department of Health and Welfare.

No state reimbursement may be claimed for a child admitted to a special education class or receiving bedside or hospital teaching unless the child has undergone a physical and psychological examination by accredited personnel as required by law and found to be capable of benefiting from attendance in a special class.

School districts are authorized to accept exceptional children from other school districts of the state and will receive the regular per capita apportionment when the facilities for their education are provided.

Two or more adjacent school districts may work together and contract to establish a special education class.

When a school district establishes classes of special education the district is authorized to establish special systems of transportation, which must operate within the school district service area under the supervision and direction of the school district.

A special education certificate valid for five years shall be issued to all teachers who hold a regular certificate and have twenty-four semester hours from an accredited college or university in the education of exceptional children prior to the granting of the baccalaureate degree, or to those persons who have earned six semester hours in the special

IV. REGULATIONS PERTAINING TO SPECIAL EDUCATION (Contd.)

area they are teaching subsequent to the granting of the baccalaureate degree; provided that a teacher otherwise fully qualified who cannot initially meet the requirements, but holds a bachelor's degree from an accredited institution and lacks specific courses for a regular certificate may be issued a provisional special education certificate for one year, renewable for one year. If at the expiration of a two-year period, the teacher has not completed the deficiencies for a regular certificate, an emergency certificate may be issued on a year-to-year basis and the teacher may not progress on the salary scale.

When a school establishes a program of special education for the first time, the local school board (or Commissioner of Education in state-operated schools) may waive part of the qualifications during the first year if necessary. After the first year of operation the teachers employed must meet the qualifications for the appropriate special education certificate.

A person eligible as a substitute teacher in the public schools may be employed as a substitute teacher of special education for not more than twenty (20) consecutive school days.

V. DEFINITIONS - CLASSIFICATION AND EVALUATION OF HANDICAPS

The Alaska Department of Health and Welfare has established standards for the examination and classification of exceptional children, with the cooperation of the Inter-Agency Council on Special Education.

A school age child is eligible for education in special classes as provided by Alaska Statutes, Title 14, Chapter 30, Article 3, (Secs. 180 through 350), if he has a physical, mental, and/or emotional defect falling within the following classifications and if he meets the enumerated requirements:

A. Mentally Retarded (Educable and/or Trainable)

B. Blind and Partially Sighted

C. Profoundly Deaf and Hard of Hearing

D. Orthopedically or Neurologically Handicapped

E. Emotionally Disturbed

F. Multiply Handicapped.

A. Mentally Retarded

1. Definitions

The educable mentally retarded child is defined as one limited in mental growth to the extent that he is educable, but requires special facilities, techniques and curricula to meet his maximum educational development.

The trainable mentally retarded child is defined as one who attains an intelligence quotient of approximately one-third to one-half that of normal children on tests administered by qualified psychological examiners.

2. Criteria - Mentally Retarded, Educable

a. Social, developmental, and educational history compatible with a diagnosis of mental retardation and compatible with ability profitably to attend classes in a public school setting.

b. Psychological testing showing an intelligence quotient below 80 and above 50, or equivalent.

c. Physical fitness adequate to attend school.

V. DEFINITIONS - CLASSIFICATION AND EVALUATION OF HANDICAPS (Contd.)

A. Mentally Retarded (Contd.)

2. Criteria - Mentally Retarded, Trainable

a. Possession of elementary self-help and communicative skills

b. Psychological testing showing an intelligence quotient below 55 and above 30, or equivalent.

c. General physical fitness adequate to permit daily attendance at school

3. Standards for Evaluation of Disabilities

a. Physical examination by pediatrician

b. Social and developmental history

c. Psychological testing

d. Social, developmental, and educational history suggestive of ability to benefit from an educational training program.

B. Blind and Partially Sighted

1. Definitions for classifications are included in criteria.

2. Criteria

a. Physical and emotional fitness sufficient to permit profitable attendance at school

b. Visual acuity of 20/70 or less in better eye optimal correction.

3. Evaluation

a. Physical examination by pediatrician

b. Examination by ophthalmologist

C. Deaf and Hard of Hearing

1. Definitions are included in the criteria

2. Criteria - Deaf

a. Physical and emotional fitness sufficient to permit profitable attendance at school

b. Hearing loss of 65 decibels or more in better ear, without correction.

V. DEFINITIONS - CLASSIFICATION AND EVALUATION OF HANDICAPS (Contd.)

C. Deaf and Hard of Hearing (Contd.)

2. Criteria - Hard of Hearing

a. Physical and emotional fitness sufficient to permit profitable attendance at school.

b. Hearing loss of 40-65 decibels in better ear, without correction.

3. Evaluation - Profoundly Deaf and Hard of Hearing

a. Physical examination by pediatrician.

b. Examination by otologist.

c. Audiological examination by qualified audiologist.

D. Orthopedically or Neurologically Handicapped

1. Definition

The child so handicapped has a limitation in physical development, temporary or permanent, caused by illness or disease of bones, joints or nervous system (as determined by competent medical recommendation) which limitation renders the child incapable of attending regular public school classes.

2. Criteria

a. Physical and emotional fitness sufficient to permit profitable attendance at school.

b. Orthopedic or neurological handicap of moderate or severe degree, but sufficient to interfere significantly with education in a regular classroom setting.

3. Evaluation - Orthopedically Handicapped

a. physical examination by pediatrician

b. Examination by orthopedist.

Evaluation - Neurologically Handicapped

a. Physical examination by pediatrician

b. Examination by neurologist.

V. DEFINITIONS - CLASSIFICATION AND EVALUATION OF HANDICAPS (Contd.)

E. Emotionally Disturbed

1. Definition

Emotional disturbance means a factor of mental illness as determined by technical evaluation, medical or psychological, which renders the child temporarily incapable of meeting the demands of normal public school activities.

2. Criteria

a. Physical and emotional fitness sufficient to permit profitable attendance at school.

b. Emotional disturbance of severe enough degree to interfere significantly with education in a regular classroom setting.

3. Evaluation

a. Physical examination by pediatrician

b. Examination by psychiatrist

c. Psychological testing

d. Social and developmental history.

F. Multiple Handicaps

1. Definition

Children in this classification are eligible for special education classes because of a combination of handicaps which prevent attendance of regular classes.

2. Criteria

Multiple handicaps sufficient in toto to interfere significantly with education in a regular classroom setting. Child may be classified according to major educational handicap.

3. Evaluation

a. Physical examination by a pediatrician

b. Specialist medical examination as indicated.

VI. PROCEDURE FOR ESTABLISHING SPECIAL EDUCATION PROGRAMS

A. Determine the need for establishing classes.

B. Assign Administrative responsibility for developing the program at the local level.

C. Write to the Director of Special Education, State Department of Education, Juneau, Alaska, stating need for the proposed program and requesting assistance.

D. Survey the school population and establish a list of potential candidates for special education. Include information as follows:

1. Chronological and mental age
2. Emotional stability
3. Achievement
4. Teacher referrals and recommendations
5. Social adjustment

E. Initiate conference with parent or guardian of candidates to:

1. Inform concerning goals of special education
2. Explain evaluation and classification procedures
3. Complete application for special education (DOE Form A-550)
4. Obtain written permission for psychological examination (DHW Form #11)

F. Arrange for Physical examination of candidates

G. The function of the school nurse (or the public health nurse) is to:

1. Assist in arranging physical examination
2. Promote maximum correction of physical defects
3. Act as liason person for school and the tate ental ealth eam.
4. Keep records of physical and psychological examinations

VI. PROCEDURE FOR ESTABLISHING SPECIAL EDUCATION PROGRAMS (Contd.)

H. The required psychological evaluations should be performed as outlined in pages 7-10 of this manual and the results recorded on the referral for placement (DOE #550)

I. The administrator of the program should submit copies of DOE #550 application for special education as follows:

1. White copy to school nurse or public health nurse
2. Pink copy to Director, Special Education, Department of Education, Juneau.
3. Blue copy to school file.

J. The administrator of the program or in State-operated schools, The Department of Education should recommend employment of teachers of special education in accordance with the results of the evaluation and the provisions of the law.

K. Provide adequate facilities and required services - establish classes.

VII GENERAL PROCEDURES FOR PROGRAMS OF SPECIAL EDUCATION

It is important that the entire faculty have orientation and interpretation relative to the goals and purposes of special education classes.

The needs of some physically handicapped pupils, or those with special health problems can be met on a part-time basis in a regular class and part-time in a special class.

Handicapped children should be included in all school activities in which they are able to participate.

Special programs and services are mandatory if five or more pupils of a particular classification of handicap are enrolled in a school. Special classes may be provided by a school for less than five pupils of a classification. Special instruction must be provided for exceptional children who may be enrolled in a regular classroom,

Programs should be operated as an integral part of the school's total program, providing the same administrative, supervisory and consultive services as for other aspects of the program.

Provisions for continuous evaluation of the progress and effectiveness of programs and for expansion of services to meet changing needs of school and community should be made.

The fundamental needs of exceptional children are the same as those of all children and involve every phase of development: physical, mental, emotional, social. Special education, to achieve its goals, often must go beyond the usual procedures or limits observed in regular class programs.

Adequate provision for definite and continuing counseling for parents of handicapped children is essential to a successful program.

VIII. CURRICULUM

A. Educable Mentally Retarded.

1. Objectives

A school curriculum for the educable retarded should include the following objectives:

a. Achievement and mastery of fundamental skills within the child's ability.

b. Development of civic and social skills, which may be learned incidentally in regular classes, to include participation in civic, religious, social and cultural activities in the community in which they live.

c. Promotion of good mental and physical health.

d. Wise use of leisure time through wholesome endeavors.

e. Preparation for some gainful occupation.

f. Work experience programs to aid child's adjustment to job and less supervised world in which he is to live.

The experience-centered unit is one of the best methods of providing unified learning activities based on the needs and interests of these children. The experience unit is organized around a subject or "center of interest" and is designed to enable pupils to gain important concepts and skills that function in their daily lives in school and that will function when they have completed their schooling. Provision is made for various academic skills commensurate with the child's mental and social age directly related to his enviorment. It lends itself to more flexibility within the classroom.

2. Equipment

Since the daily curriculum will include manual activities, it is important that such special equipment as hand tools, work tables, large toys, games, portable chalkboards and easels be available. Some special equipment may be needed and planned for when the ages, abilities and interests of the children are known.

VIII. CURRICULUM (Contd.)

A. Educable Mentally Retarded (Contd.)

2. Equipment (Contd.)

To assist local districts in their efforts to establish special classes, a suggested list of equipment is included in the appendix and a list of high interest - low vocabulary books may be secured from the State Department of Education.

3. Program.

Primary: Ages 6 - 10. The M.A. in this group will generally fall below six years. Emphasis will be on:

a. Development of speaking vocabulary.

b. Habit training as emphasis on personal cleanliness.

c. Social experiences as talking about experiences and relationships at home, on field trips, visits, etc.

d. Sense training as recognizing one's name, matching shapes and colors, sizes, position of objects, picture completion puzzles, recognition of objects, sounds, smell, touch, taste and recognition of primary colors.

e. Meanings and concepts of words and numbers.

f. Motor and muscular coordination activities such as rhythms, marching, outdoor games, singing, walking rails, stepping through rails or tires, walking up steps.

g. Speech training with emphasis on clear enunciation and correction of baby talk, lisping, etc.

h. Nature study and seasonal changes.

i. Crafts as hammering nails, stringing beeds, cutting paper, blocks, etc.

j. Emphasis should be placed on developing independent self-direction both in individual and group experiences.

VIII. CURRICULUM (Contd.)

A. Educable Mentally Retarded (Contd.)

3. Program (Contd.) Intermediate Ages 10 - 14

a. Emphasis on progress in reading, writing and number concepts within ability.

b. Continued social experiences.

c. Formal social studies with emphasis on immediate community and every day life experiences.

d. Need to develop instructional materials in accordance with interests.

e. Appreciation of good citizenship, manners, good attitudes.

f. Health training and grooming, physical education.

Advanced or Jr. High Level Ages 14-19

a. Continued development of basic academic skills.

b. More emphasis on practical social experiences.

c. Study of jobs, job opportunities, as well as social and community agencies that can help.

d. Appreciation for good citizenship and attitudes.

e. Music and art - leisure time activities.

f. Writing for instruction, information and social purposes.

B. Trainable Mentally Retarded.

1. Objectives.

a. To help the child make a successful adjustment between the home and school.

b. To help the parents accept the child's limitations and to use the ability he possesses.

VIII. CURRICULUM (Contd.)

B. Trainable Mentally Retarded. (Contd.)

1. Objectives (Contd.)

c. To help the child become an integral part of the family group.

d. To develop in the child good manners and social graces.

e. To teach the child good health habits and personal conduct.

f. To train the child toward neatness and cleanliness both of himself and the home.

g. To develop muscular control and coordination.

h. To train the child to be helpful in the home and to be useful in a sheltered environment. Good work habits and attitudes are emphasized.

i. To develop in the child social competencies and confidence in self expression.

j. To train the child to read and recognize words for his own health and safety, and to use numbers which will be useful to his limited everyday life.

k. To provide the child with knowledge of leisure time activities -

l. To develop personal habits within the child's capabilities and broaden his outlook on life.

2. Equipment:

Equipment in the rooms will vary in accordance with the age and level of training of the group. In planning, it is recommended that the administrator think of these rooms in light of equipping kindergarten and lower grade rooms with a wealth of concrete and practical equipment used in everyday life.

VIII. CURRICULUM (Contd.)

B. Trainable Mentally Retarded. (Contd.)

2. Equipment (Contd.)

It is recommended that furniture be movable and adjustable to any physical size of child. There should be a number of storage cabinets and a wealth of playground equipment suited to the children's developmental needs that will challenge the child to develop muscular skill and coordination. Homemaking facilities are helpful. A sink in the room is needed. Screens to separate areas of the room are also helpful.

A complete list of equipment may be found in the appendix of this bulletin. This list is suggestive only. The age, maturity and capabilities of the children must be considered when purchasing equipment.

3. Program

The following list of activities may help the new teacher in what may be found in an ongoing trainable retarded program.

a. Personal care.
Putting on and taking off of wraps, hanging up of outer clothing, washing hands, toilet, combing hair.

b. Language arts.

Conversation, telling stories, news, weather, speech, games, reading and numbers for everyday living.

c. Group organized activities.
Music, singing, rhythm and listening, singing games, organized games, "units" and "projects," dramatization.

d. Arts and crafts.
Crayon, chalk, easel, clay, cut and paste, beads, weaving, sewing, hammer,

e. Individual activities.
Puzzle boards, toys apparatus, easel and colors, cutting, card sewing, pasting.

VIII. CURRICULUM (Contd.)

B. Trainable Mentally Retarded. (Contd.)

3. Program (Contd.)

f. Work.
Care of plants, housekeeping, serving at tables, putting things away, washing blackboards.

Teachers of the trainable retarded will require thorough knowledge and understanding of child development and mental retardation. They will need to be inventive and original in planning for the development of each child. Emotional maturity, warmth, interest in and love of children, objectivity and patience are important aspects of the personality of successful teachers of the trainable retarded.

C. Physical Handicapped.

1. Objectives

a. To provide opportunity for maximum educational development of children whose physical disabilities require gross modification of curricula and classroom facilities.

b. To create a classroom atmosphere conducive to good mental health and social adjustment.

c. To follow the regular course of study insofar as possible, with adaptation of the curriculum to meet special problems of the individual.

2. Equipment

The building should be a one floor building. If this is not possible or practical, elevators or ramps should be provided. Ramps should slope no greater than 1 foot in 10 feet for safety of wheelchair and crutch movement. It is preferred that the entrance be free of steps or again approached by a ramp. Many schools provide special ramps and loading and unloading platforms. A driveway for busses and automobiles leading to the entrance is desirable.

Hallways should be wide to accommodate larger equipment, swinging doors are desirable and floors should not be slippery (no wax) to

VIII. CURRICULUM (Contd.)

C. Physical Handicapped (Contd.)

2. Equipment

accommodate crutch traffic. The room should be close to washroom and toilet facilities.

The size of the classroom should be as large or larger than a regular classroom. The room should be larger to accommodate wheelchairs, wagons, standup tables, sandboxes and other large pieces of equipment. Handrails should be provided along routes of heavy pupil traffic.

A wide variety of specialized equipment is necessary to meet the individual needs of the children. Again equipment will vary with the type and severity of handicapping conditions. Educational materials will be those of a regular classroom, selected to recognize the various educational levels, possibliities of multiple handicaps and adapted to particular disabilities. Greater amounts of activity materials may be required as well as a wide range of materials to provide opportunities for learning, provide greater range of repetitions and practice and to develop emotional wellbeing.

A piano, radio and phonograph should be provided. Ralaxation can be aided through the utilization of music. Rooms should be equipped with movable or portable chalkboards, movable desks and many educational toys, games and crafts should be provided.

In addition to supplies and equipment, it is the responsibility of the local administration to supply cots, standing tables, rolling chairs, walking bars and other special equipment. Some equipment can be built in shops or donated by parents or local civic groups. Addresses of firms supplying this equipment or sources of descriptive plans may be secured by writing to the Department of Education.

Special transportation equipment may be needed for crippled and multiple handicapped children. Routes of school busses may have to be changed and provisions made to carry non-ambulatory cases. Most children, however, will be able to care for themselves but will require more time for boarding.

VIII. CURRICULUM (Contd.)

C. Physical Handicapped (Contd.)

2. Equipment (Contd.)

Since transportation difficulties may present one of the greatest obstacles, help may be enlisted from local civic groups, service organizations, parents and interested individuals to assume costs of services.

3. Program

In general, the course of study used in regular classes should be followed as closely as possible. Standards and procedures should be similar. There should be emphasis in the area of health and vocational training. Rest, speech correction, occupational and physical therapy are important factors supplementing the academic program.

D. The Emotionally Handicapped.

1. Objectives

To provide an environment to assist emotionally disturbed children effect personal adjustment sufficient to return to regular classrooms and normal activities.

To identify emotional handicaps as early as possible and coordinate community resources and agencies to correct them.

To promote individual adjustment, self-confidence, success in group activity and positive behavior patterns.

2. Equipment

Classes for emotionally disturbed children should be small, ideally 5-10 in a group, but the classroom should be equal to any classroom in size. Soft pastel colors should be used, and there should be a minimum of distracting influences. Provision for individual privacy is desirable. Many emotionally handicapped youngsters need a screened area or a small cubicle to escape from too much stimulation. The room should be located away from traffic and other noise factors.

VIII. CURRICULUM (Contd.)

D. The Emotionally Handicapped (Contd.)

2. Equipment (Contd.)

Regular classroom equipment may be used. Movable furniture and sufficient storage space should be provided. Record player, piano or radio, and ample material for handcrafts are recommended.

3. Program

The regular curriculum should be followed as to content, but individual instruction and the flexibility to accommodate wide variations in achievement will be necessary. Remedial techniques will be needed, since most emotionally handicapped children fail to achieve academically at their levels of ability. There must be a relaxed atmosphere in these classrooms.

The teacher of the emotionally disturbed children must have a good background of training, skill and sensitivity. She must be able to differentiate between maladjustment and mental retardation, and to provide classroom experiences which will relieve tensions and promote good mental health.

IX. IDENTIFYING SPEECH AND HEARING PROBLEMS

Teachers in many of the rural or state operated schools often find children in their rooms who may appear to be retarded at times because of their lack of understanding and response. Occasionally these children will be of normal or higher intellect but have a hearing loss of which they are not aware. Chronic ear infections are quite prevalent in some areas where close living in crowded cabins perpetuates this situation. If left unchecked the child's hearing will be permanently impaired or lost. It is essential for the teacher to look for signs of a hearing loss, especially among the beginning students in the school. Any child with a suspected hearing loss should be referred to the school nurse immediately for audiometric testing and assistance. Some of the more common hearing loss signs are noted by Alaska Department of Health:

1. Fails to hear his name at roll call.
2. Misunderstands directions
3. Pays close attention to the lips
4. Is unusually alert to visual clues
5. Speaks with a loud strident voice
6. Uses speech that is almost inaudible
7. Has an articulatory defect
8. Is retarded in speech development
9. Seems to be unhappy
10. Is withdrawn, a day-dreamer
11. Is a behavior problem
12. Prefers to play by himself

For the child who has a known hearing loss the teacher will make provisions to compensate. The school nurse will have specific recommendations in addition to the following suggestions of the Department of Health and Welfare:

1. Give preferential seating and/or a roving seat to the student.
2. Develop an acceptable sense of humor with the child and his classmates regarding the hearing loss.
3. Speak naturally, but distinctly
4. Keep the light in your face so the child can see your lips.
5. Avoid covering your lips.
6. Be sure you have the child's attention before you begin to speak.
7. Avoid talking while facing the board.
8. Put difficult words and assignments on the board.
9. Do not repeat verbatum but rephrase what is misunderstood.

The Speech and Hearing Office has practical material available to teachers who are working with children who have a hearing loss or a speech defect. Write to: Mrs. Henrietta C. Krantz, Speech & Hearing Specialist, Alaska Office Building, Juneau, Alaska 99801, for additional aids and information.

APPENDIX

EQUIPMENT LIST FOR A SPECIAL EDUCATION CLASSROOM

The following list of materials and supplies has been divided into two categories: the basic equipment and supplies, and supplemental equipment which may be proveded for enrichment of the instructional program.

Basic Equipment and supplies

Equipment and Furniture

Teachers desk and chair
Pupils desks (adjustable)
Filing cabinets
Storage cabinets w/shelves
Children's chairs
Bookcases
Reading tables
Craft tables
Three-speed phonograph
Woodworking bench with wood vice
Easels, folding type (1 surface/student)
Masonite pegboard with assorted hooks
Large assortment of records
Small carpenter's hammers
Assorted screw drivers
Pliers
Adjustable wrench
Small squares
Small hand rip saw
6 coping saws
Flannel board & supplies
Aquarium
First aid kit
Appropriate maps for class
Full length mirror
Filmstrip projector
Portable screen
Have available a 16 m.m. projector
Large wall clock
Hot plate
Globe
Scissors
Paper punch
Yard stick
Broom
Dust pan
Writing paper
Art paper
Scotch tape
Scotch tape dispenser
Masking tape

EQUIPMENT LIST FOR A SPECIAL EDUCATION CLASSROOM (Contd.)

Equipment and Furniture (Contd.)

Desk calendar and pad
Pencils
Pencil sharpener
Wastepaper basket
Crayons
Colored chalk
Charcoal
Paints and brushes
Board chalk
Stapler and staples

Toys and P. E.

Tinkertoys
Table games
Beads
Blocks
Playground balls
Puzzles
Jumpropes
Remedial reading cards Games

Music

Rhythm instruments

Number Concepts Material

Abacus
Sets of containers of measures
Measuring cups
Play money
Rulers

Arts and Crafts Material

Assorted pieces of cloth
Assorted pieces of wood, blocks
Pipe cleaners
Clay
Small looms and material for weaving
Needles
Molding kits
Leatherwork or metal work materials

EQUIPMENT LIST FOR A SPECIAL EDUCATION CLASSROOM (Contd.)

Supplementary Materials

Equipment and Furniture

- Radio
- Typewriter (primary print)
- Sewing machine
- Bathroom scales
- Terrarium
- Small animal cage
- Cooking utensils
- Shoe shine kit

Educational Toys

- Telephones
- Cash register
- Erector set and motor
- Playhouse equipment

Physical Education

- Soft ball bats
- Volley ball net and ball
- Badminton set - net, etc.
- Tether ball set
- Bowling ball and pins
- Shuffle board

Music, Toy Instrument - Rhythm Band

- Piano
- Harmony band set
- Guitar

Number Concept Material

- Clock face
- Educational thermometer
- Bean bag board and bags

Arts and Crafts Material

- Jigsaw (vigrator type)
- Block printing material
- Reed weaving kits
- Spatter gun and material

Make in triplicate.
2 copies to State Department.

State of Alaska
DEPARTMENT OF EDUCATION
Juneau

REFERRAL FOR SPECIAL EDUCATION PLACEMENT

Name _____ Parents Name _____
B. D. _____ Sex_____ Street Address _____
Birthplace _____ City _____
Teacher_____ Grade_____ Phone Number _____
School _____ Race _____

I REFERRAL

A. Description of General Problem Check One: Physical____ Mental ____ Both___

B. Physician's statement enclosed, if appropriate Yes____ No____
Psychologist's statement enclosed, if appropriate ____ ____
Psychiatrist's statement enclosed, if appropriate ____ ____
Specialist's statement enclosed, if appropriate ____ ____

II REPORT OF SCHOOL

A. Home
Father: deceased ___ foster ___ step ___ divorced ___ Occupation_____
Mother: deceased ___ foster ___ step ___ divorced ___ Occupation_____
Child: lives with both ___ father ___ mother ___

B. Physical Condition
1. Family Physician _____ Last seen _____
2. Vision: right_____ left _____ both_____ glasses_____
3. Handedness: right _____ left _____ ambidextrous _____
4. Physique: average _____ small _____ large _____
5. Speech: normal _____ infantile_____ stammer_____ other_____
6. Hearing: normal _____ loss rt. ear_____ loss left ear _____
7. Physical defects: _____

III SCHOOL

1. Entered School District -(date)_____
2. Grades repeated or accelerated _____

Per cent	10	20	30	40	50 Av.	60	70	80	90	100
3. Daily attendance										
4. Social Maturity										
Group participation										
Leader										
Follower										
5. Emotional Maturity										
Group acceptance										
Stability										
Self control										
6. Achievement										
Reading										
Arithmetic										
Spelling										
Science										
Other subjects										

IV STANDARDIZED TEST RESULTS

	(Name of test)	(Results)	(Date)
1. Individual			
2. Group			

V HISTORY

1. Developmental

	(month)		(month)		(month)
a. rolled		e. walked		h. toilet trained	
b. sat		f. talked			
c. stood		g. sentences			

d. illness and accidents (include dates) _____

_____

2. Social, as the child is around home.

	AV 10	20	30	40	50	60	70	80	90	100
a. peer group relationships										
b. sibling relationships										
c. parent relationship										
d. social and emotional adj.										
e. maturity										

VI. PERMISSION

1. We, as parents, agree that the information contained herein is true to the best of our knowledge and agree to the special education placement.

Date _____ Signature _____

VII. APPLICATION FOR CERTIFICATION OF THE PHYSICALLY AND MENTALLY HANDICAPPED CHILD:

1. Summary of Psychological Findings.

_____

_____

_____

_____

_____

2. Recommendations

_____

_____

3. Application submitted by _____
(name) (title)

4. Date of application _____

To be completed by the State Department of Education

Comments _____

_____

_____

Action of State Department

Approved _____ Disapproved _____ Date _____

_____
(Signed) (Title)

(DoE Form 550 Revised 1962)

STATE OF ALASKA
STATE DEPARTMENT OF EDUCATION
APPICATION FOR HOME OR HOSPITAL TEACHING

The Legislators of the State of Alaska, passed Senate Bill 66, now Chapter 120, S.L.A. 1959, which authorizes home teaching and hospital teaching for children unable to attend school. The following application form must be filled out in triplicate.

Name of Parent _____

Name of Child _____ Birth Date_____

Reason child is not able to attend school--Explain fully. _____

_____

_____

_____

_____

_____

_____

_____

Signature of physician _____

Will you consent to your child being examined by staff members of the State Department of Health? Yes_____ No_____

Signature of Parent _____ Date _____

Form A551